

DOCUMENT RESUME

ED 033 830

RE 002 294

TITLE	Mascn County Reading Plan.
INSTITUTION	Mascn County Schools, Maysville, Ky.
Pub Date	[68]
Ncte	37p.
EDRS Price	EDRS Price MF-\$0.25 HC-\$1.95
Descriptors	Grade 7, Grade 8, *Grade Organization, *Grouping (Instructional Purposes), Group Reading, Intermediate Grades, *Reading Instruction, Supplementary Reading Materials

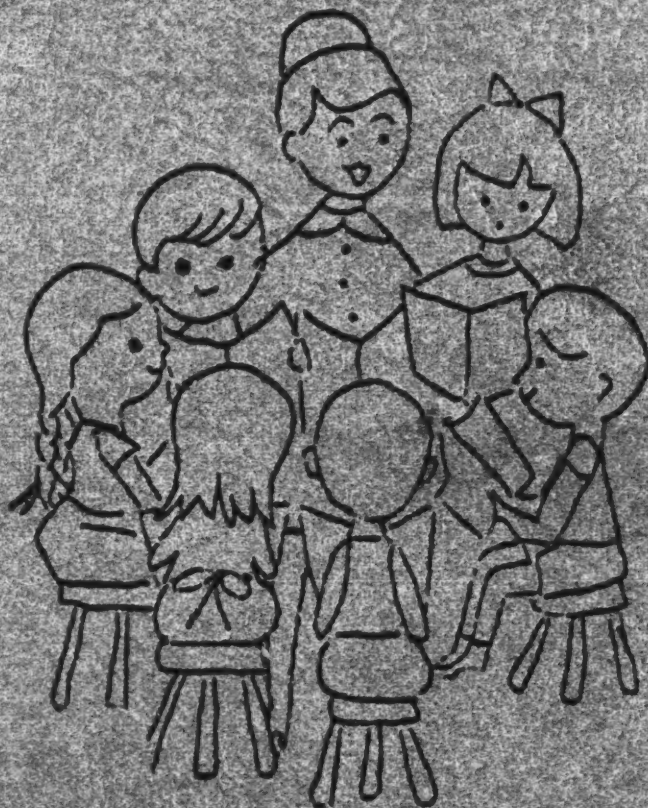
Abstract

An organizational reading plan for grades 4 through 8, based on the Joplin Plan for cross-grade grouping, was developed at an ESEA/Title III workshop by a reading committee of teachers from Mascn County, Kentucky. In this program, students are assigned to interclass reading groups according to tested achievement, performance, and teacher judgment. Provisions for some flexibility of group assignments are made. Classes meet for a 1-hour period, 5 days a week. The report card shows both the child's assigned reading level (such as lcw-6) and a corresponding letter grade indicating the child's achievement at that level rather than at the standard reading level of his class placement. Suggestions for parent involvement and criteria for evaluating the program are given. Supplementary instructional materials and professional books are listed. (CM)

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MASON COUNTY READING PLAN



294

RE 002

Grades 4-8

MASON COUNTY
MAYSVILLE, KENTUCKY

ED033830

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MASON COUNTY READING PLAN

The contents of this booklet were produced in a workshop February 10-17, 1968 by the Reading Committee.

Consultants: Mrs. Mildred Chapman,
Instructional Supervisor

Mrs. Margaret W. Cooper,
Assistant Superintendent
Hamilton County Schools
Chattanooga, Tennessee

DEDICATION

This booklet is dedicated to our superintendent, Mr. Hubert Hume, whose vision and untiring efforts have made possible this endeavor to provide better educational opportunity for the boys and girls of Mason County.

TRIBUTE TO MR. HUME

A job well done, our thanks to you.

J uly the first you'll be free
O ur gratitude, best wishes, too,
B ecause you're our friend, you see.

W orking with you has been quite nice,
E ach day you have done your best
L ive now without public advice,
L et your roses grow, and rest.

D on't hide though, for we need you yet
O ffer your help so we'll grow
N ever your goodness we'll forget,
E xtra good luck wherever you go.

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MESSAGE FROM THE SUPERINTENDENT

This booklet has been prepared and placed in the hands of its readers as a guideline to be used in teaching children to read according to their individual endowments for learning.

No two children are any more exactly alike than any two snowflakes or sets of finger prints. This is true of their learning endowments, as well as their other attributes.

Because of these individual differences in children, educators must provide teaching situations for all of the children whereby each one can advance in learning according to his own unique "built-in" resources for obtaining knowledge.

Believing that children must advance from the known to the unknown without interruptions and with a very minimum of obstacles, all who are responsible for this booklet believe that conventional grade-lines should be ignored in grouping children for teaching of reading.

Reading continues to lead all other media for obtaining knowledge.

Beginning in the fall of 1968, plans outlined in this booklet, are scheduled to be implemented in grades four through eight in our existing five elementary schools.

Every administrator, teacher and parent is encouraged to work cooperatively and in unison to successfully implement this improvement in directing the learning process of our Mason County boys and girls.

HUBERT HUME, Superintendent

A Note from the Committee

We the members of the Title III Reading Committee are fully aware of the existing need of an improved program of reading instruction in the Mason County School System.

Experience shows that our children are at many different levels of reading maturity, therefore, to provide for these levels through a comprehensive reading program we fully endorse the organization set forth in this handbook.

Signed:

Felici Felice
Jennie D. Roe
Marie Doran
Eunice Whalen
Lucille Thomas
Wanda J. Ginn
Hubert Hume
Alpha Straub
James H. Pigman
Mildred L. Bane
Mabel D. Worthington
Charles Straub, Jr.
William Ryan
Carl Coldiron

GOALS FOR READING INSTRUCTION

Ability to comprehend what is read: to get meaning from words, phrases, clauses, sentences, paragraphs and total stories.

Ability to apply reading skills: phonetic and structural analysis of words, context and illustration clues; dictionary use.

Ability to adjust speed of reading to the material and purpose.

Ability to understand, appreciate and evaluate what is being read.

Ability to locate information; to use index, table of contents, charts, maps, graphs, reference books, schedules and to handle forms such as application and government.

Ability to read for personal pleasure and the pleasure and information of others in an audience situation.

Ability to interpret, organize and summarize what is read.

Ability to follow printed directions.

Recognition that reading is a continuing life time opportunity for improvement and the acquisition of new skills.

PHILOSOPHY

We believe each child differs from oth-

er children in his physical, mental, emotional and social growth pattern and should be allowed to progress at the rate of speed that best suits his capabilities in his reading, writing, and speech.

We believe to do this he must work up to his ability, but not under pressure, and that he should be provided with a rich program of reading with children of his own reading level rather than in a grade.

We believe he should be provided with capable teachers and instructional materials to give him the best opportunity to progress in reading at his own rate.

A child's reading improvement should be reflected by a corresponding achievement in other areas of study. For this reason, reading should be closely entwined with the total instructional program.

HISTORY OF THE MASON COUNTY READING PROGRAM

The Mason County Reading Program was made possible through the provisions of Title III of the Elementary and Secondary Education Act which was enacted by Congress in 1965.

In the fall of 1965 several school districts in Eastern Kentucky began discussions to determine if Title III activities could

best be undertaken on a cooperative basis. After much meeting and planning, it was decided that all school districts in an eighteen county area of Eastern Kentucky would cooperate in attempting to solve some of their common educational problems.

The Eastern Kentucky Education Development Corporation was formed to represent these districts in all matters concerned with obtaining grants and conducting Title III activities. A ten member board of directors was chosen from among various districts represented by the corporation.

The greater portion of 1966 was devoted to surveying district needs and developing preliminary plans of action. A survey questionnaire was developed to aid in the assessment of needs.

In the spring of 1967 the questionnaire was responded to by 105 parents, teachers, and administrators of Mason County. The results indicated our most pressing needs to be in the area of making more effective provisions for individual differences. A one week planning session by various Mason County teachers, administrators, and a consultant from Eastern Kentucky University resulted in the conclusion that individual differences might better be provided for through some method of cross-grade grouping for reading instruction.

A group of five teachers were appointed to do further research and study on the relative merits of various grouping plans employed in other school systems of the United States. During the summer of 1967, these five teachers, along with representatives of several other school districts, participated in a five day workshop on planning for cross-grade grouping in reading. This workshop was conducted by two consultants, Mrs. Evelyn Orr and Mrs. Mildred Chapman, from Hamilton County, Tennessee, a school system in which cross-grade grouping for reading had been carried on for several years.

In October of 1967, a committee composed of the Superintendent, members of the board of education, and the five teacher study group, visited various schools in Hamilton County, Tennessee where they observed the cross-grade reading plan in actual operation.

During February of 1968 two consultants, Mrs. Mildred Champan, Instructional Supervisor and Mrs. Margaret W. Cooper, Assistant Superintendent - Curriculum and Instruction, from Hamilton County Schools assisted the Reading Committee of Mason County in developing a plan for implementation of cross-grade grouping for reading instruction. The plan, outlined in succeeding pages of his handbook, is to be put into operation in Mason County during the 1968-69 school term.

DESCRIPTION OF THE PLAN

The Mason County New Reading Plan is an organizational plan designed to give concentrated aid to all students in grades four through eight. The major objective of the plan is to equate each student's reading ability with his mental capacity.

The plan employs enterclass grouping based on reading needs irrespective of grade classification. Reading is taught at the same hour, five days a week throughout the school. Students report to a particular class with others reading at their level. The levels taught are determined by the pupil's achievement and performance, plus teacher judgment. For example, students reading at the fourth grade level from grades four, five, six, seven and eight meet as one group for reading instruction; students reading at six grade level meet for instruction at this particular level. In like manner, pupils reading at other grade levels are grouped and instructed.

The range of reading achievement for any group depends upon the number of teachers, number of students and needs of the students. Some groups have 12 to 16 while others have 35 to 40 students. Grouping is flexible e.g. students are moved from one group to another if such is desirable for better progress and if the move fulfills the requirement set-up elsewhere in this handbook. (See Steps I-VI).

ADVANTAGES OF THE MASON COUNTY READING PLAN

For The Child:

Provides opportunity for the child to experience reading success on his ability and interest level.

Enhances pleasure and pride in the learning process.

Eliminates pressure and frustration by providing the child opportunity to progress at his own rate.

Motivates the child to relate and exercise reading skills in continuous learning and independent study.

Focuses on the needs, growth and development of the individual child.

Removes stigma of being behind in reading.

For The Teacher:

Provides opportunity for understanding goals and methods of reading instruction by limiting the demands of multi-level teaching.

Provides opportunity to relate in-depth instruction in specific skills such as word attack, comprehension, critical reading and listening to the needs of individual pupils.

Provides incentive to perform at full capacity by allowing exercise of initiative in program determination and use of materials.

Strengthens professional self concept by establishing a definite reading assignment which allows the teachers to look ahead and plan constructively.

Encourages teachers to maintain a spirit of constant expectancy for improvement in current reading methods and to stay alert to changing processes.

For The Administration:

Unifies the total staff in an effort to establish common goals conducive to growth and achievement.

Encourages flexibility in determining and implementing organizational design of the school day.

Strengthens home-school relationship by involving parents in the concern for individual growth and development.

Affords the administrator full opportunity to assume the role of instructional leadership.

Demonstrates the working feasibility of the TEAM - CONCEPT (PARENTS - TEACHERS-ADMINISTRATORS-CHILD) in education.

IMPLEMENTATION OF THE READING PLAN

Certain specific steps are necessary in starting any new plan of instruction. Those deemed essential are listed under a series of steps in both orientation and procedures:

Step I: Orientation

Secure and make available for all involved and / or interested administrative and instructional personnel a Joplin Kit* containing filmstrips, records and descriptive manuals.

* "Joplin Plan Kit"
Assistant Superintendent of Schools
827 Pearl Avenue
Joplin, Missouri Price: \$44.50

Recommend that the Director of Reading become the key person responsible for the coordination of the program.

Plan at least two faculty meetings to study the plan in the immediate future.

Organize intensive In-Service training for those responsible for and connected with the program.

Stimulate and encourage personal research and study by teachers. Professional materials lists are available in all schools

and the materials are available in the Reading Center at Mason County High School.

Step II: Determining Structure Of Grade Grouping

Following the Joplin Plan as a model, this program shall start at the fourth grade and extend through grade eight. Regular teachers and the remedial reading teacher in each school will comprise the staff for implementation.

Step III: Determining And Accepting Teacher Assignments

Individual teacher preference, as far as possible, plus combined faculty and administrative judgment shall determine teaching assignment each year. No placement is to be considered permanent or conclusive as pupil group needs will vary from year to year and must always be considered the single most significant factor of determination.

Step IV: Determining Pupil Reading Groups

- A. Test Results
 - 1. Achievement

-Stanford
-California

2. Reading
-Spache
-Durrell
-Gilmore
-Gates-McGinitie

B. Teacher Judgment

C. Cumulative Record
(Past Performance)

Step V: Timing And Scheduling

Daily: Five days a week

Time: First or second period
Forty-five (45) minutes to
one hour (1 hour).

Step VI: Providing For Flexibility

-Continuous evaluation of reading groups with provisions for moving any pupil within the first six weeks, thereafter, changes may occur at the end of each semester.

-In consideration of a pupil's maturity level, no pupil is to be advanced more than one level above his grade placement.

PARENT INVOLVEMENT

The common interest and effort of parents and teachers are united in concern for the growth and development of children. Any instruction plan which can be shown to help in this direction will enjoy a high degree of acceptance. Mutual respect and understanding are the most important considerations in undertaking a new program such as the Mason County Reading Plan. From the onset, Community understanding and support must be sought. The following procedures are suggested as possibilities in enlisting community support:

I. Letter of Explanation to be sent to patrons throughout the system. (Suggested sample follows.)

II. P.T.A. programs, panels and presentations.

III. Parent-Teacher and Parent-Principal Conferences.

IV. Classroom Visitation.

V. Parent Evaluation: Instrument to be devised, check list suggested.

Dear Parent,

Schools throughout our nation are concerned with providing a program to strengthen the reading ability of their pupils. Parents, as well as teachers, are aware of the fact that a child's ability to do school work satisfactorily is in most cases related to the child's ability to read. After much study and research, the Mason County School System has decided upon a plan which we feel is better for our boys and girls than any we could undertake.

The name of our new plan is The Mason County Reading Plan. The plan will involve all students and teachers in grades four through eight. Individual needs in reading will be taken care of by grouping children according to reading achievement.

Since we know how interested you are in your child's progress, we would like to extend an invitation to you to come to school to hear more about this program and see it in action. We hope to see you at our

next P.T.A. meeting on

..... when a panel of teachers will discuss the reading program.

Sincerely,

....., Principal

REPORTING PUPIL PROGRESS

1. Reporting reading achievement:

a. Continue to use the present report cards which are sent to parents periodically.

b. There will be a designated place on the card for the reading grade. The space provided will be for a letter grade and the corresponding reading level. For example:

Reading:	<u>Level</u>	<u>Letter Grade</u>
	Low-6	A

Grades will be issued according to achievement on the pupil's reading level and not according to the standard reading level of his class placement.

If the student is achieving up to his capacity, his mark may be high even if his level of reading is less than that of a more able student. The latter might well be given a low mark because his level of reading is higher and his reading performance is less in comparison with those in his group.

2. A card file will be kept in the principal's office.

a. A condensed reading record for each pupil will be recorded on a 3x5 card.

b. The card record will contain the following information:

Name of pupil: Age: Grade: School:

Classroom teacher:

Reading Level

Reading Teacher

Reading Grade — 1st Quarter: Level, Letter Grade; 2nd Quarter: Level, Letter Grade; 3rd Quarter: Level, Letter Grade; 4th Quarter: Level, Letter Grade.

Cummulative Record

A composite evaluation of a pupil's achievement in reading will be available for future teachers and for the administration. The cumulative record and periodic reports are to be filed in the pupil's folder.

Future Study for Reporting Progress

The Mason County Reading Committee will continue to study the reporting system. Changes may be necessary as the program progresses.

CRITERIA FOR EVALUATING THE EXCELLENCE OF THE READING PROGRAM

Any critical study of reading instruction must include a survey of the total reading program in a school or system. Therefore, the following reading guide lines will be used in Mason County to evaluate the reading program.

1. Children are taught on levels at which they can read successfully
2. The classroom is organized for effective teaching
3. A variety of materials and equipment is used
4. Adequate attention given to skill development
5. Children not only learn the skills of reading but also learn to enjoy reading
6. Attention is given both to oral and silent reading
7. In-service training in developmental reading is provided for teacher
8. Reading records are available
9. The program provides for children of extreme disability and for the superior

reader

10. Parents are kept informed about
the reading program.

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
Torchlighter Library K-3. 44 Titles	Various	Harper & Row 2500 Crawford Evanston, Ill. 60201	\$59.50
Torchbearer Library I Gr. 3-5. 37 Titles	Various	same	59.50
Torchbearer Library II Gr. 4-6. 34 Titles	Various	same	59.50
The Human Values Series: Values To Learn (Gr. 4)	Arnsperger, Brill & Rucker	Steck-Vaughn	4.52
Values To Share (Gr. 5)			4.52
Values To Live By (Gr. 6)			4.52
Specimen Sets Durrell-Sullivan Reading Achievement Test. (Int. test Form A- Grade 3-6) with directions for ad- ministering, scoring & Answer Key.		World Book Co. Yonkers on Hudson New York, N. Y.	.75
Specimen Sets-Advanced (Gr. 7-9)		same	.75

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
My Reading Design, with directions & answer key Form A (Gr. 1-3) Form B (Gr. 4-6) Form C (Gr. 7-9)		Reading Circle, Inc. North Manchester, Ind.	.10 per copy
McCall-Crabbs Standard Test Lessons in Reading	Wm. McCall	Teachers' College Press Columbia Univ., N.Y.	2.50
Laughable Limericks	Compiled by Sara & John Brewton	Thomas Y. Crowell, Co. 201 Park Ave., So. New York, N. Y.	3.75
Webster Classroom Reading Clinic		Webster Division, McGraw-Hill St. Louis, Mo. 63126	57.50
Reader's Digest Skill Builders Grades 1-6		Reader's Digest Service, Inc. Educational Division Pleasantville, N. Y.	.69 ea.

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
Springboards: at 20c ea.	Various	Portal Press Inc.	20c each
The Big Game		369 Lexington Ave.	
Helen Wants a Summer Job		New York, N.Y. 10017	
Luis the Good Citizen			
Mara Stops a Thief			
My Job was Taken by a Button			
Nick and the Gang			
Civil Rights			
Sunday Morning at Pearl Harbor			
Doctor Dan			
Doctor in Petticoats			
The Man who put America on Wheels			
The Tough Little Scientist			
Baseball Goes Indoors			
Driving for Speed			
Gertrude Ederle Defies the Channel			
Helen Writes to Al in the Army			
Helen Writes to Joan about her Party			
Mike Writes to Johnny about a Fight			
Nick Writes to Pete About the Football Game			

TITLE	AUTHOR	PUBLISHER	PRICE
Teen Age Tales:			
Book C	Heavey, Stewart	D. C. Heath & Co.	3.20
Book 1	Strang, Roberts	670 Miami Cir. N.E.,	3.16
Book 2	Strang, Roberts	Atlanta, Ga. 30324	3.16
Kin/der Owl Set	Bill Martin, Jr.	Holt, Rinehart &	34.95
(20 books) #4592408	Bill & Barnard	Winston, Inc.	
Arith., Lit., Social	Martin		
Studies, Science, Lang.			
Merrill Set:		Charles E. Merrill	
Seesaw, Primer	Jacobs, Turner	1300 Alum Creek Dr.	1.56
Merry-Go-Round Gr. 1	Jacobs, Turner	Columbus, Ohio	1.92
Happiness Hill, Gr. 2	Jacobs, Turner		2.07
Treat Shop, Gr. 3	Jacobs, Turner		2.16
Magic Carpet, Gr. 4	Jacobs, Turner		2.28
Enchanted Isles, Gr. 5	Jacobs, Turner		2.34
Adventure Lands, Gr. 6	Jacobs, Turner		2.40
Merrill Linguistic Readers		same	
Reader #6			1.95
Skills Book for #6			.60
Daily Subscription to Newspaper		Local	

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
Selected Paperbacks:	Various	Education Book Division Popular Library Inc. 355 Lexington Ave. New York, N. Y. 10017	
Billy Budd			.40
The Red Badge of Courage			.40
Golden Trails			.40
The Turn of the Screw			
Reference			
Faster Reading Made Easy			.75
The Feel of the Road			.60
How to Build a Better Vocabulary			.50
Webster's New World Dictionary of the American Language			.50
Religion			
The Miracle of Lourdes			.75
Modern Fiction			
Bethel Merriday			.75
The Lillies of the Field			.40
The Master of Ballantrae			.50
The Singing Nun			.60
A Tree Grows in Brooklyn			.75
Travel and True Adventure			
Annapurna			.50

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
Selected Paperbacks: (cont.)			
Cooking and Dieting			
Toll House Cook Book		Education Book Division Popular Library Inc. 355 Lexington Ave. New York, N. Y. 10017	.75
Social Studies			
The Wounded Don't Cry			.60
Biography and Autobiography			
Ian Fleming: The Spy Who Came In With The Gold			.60
Lyndon B. Johnson: Man And President			.50
The Personal Story of Lynda & Luci Johnson			.50
Political Science, Government & World Affairs			
The Warren Commission Report On The Assassination of John F. Kennedy			.75
SRA Reading Laboratory Kits		Science Research Asso. 259 E. Erie St. Chicago, Ill. 60611	58.50
Various Levels			
Phonovisual Wall Charts		Phonovisual Products Co. Box 5625 Washington, D.C.	3.00
(Consonant)			3.00
(Vowel)			5.75
Webster's: The New Collegiate Dictionary		G. C. Merriam Co. 47 Federal St. Springfield, Mass. 01101	

SUPPLEMENTARY MATERIALS

TITLE	AUTHOR	PUBLISHER	PRICE
Selected Paperbacks: (cont.)		Education Book Division	
Short Stories, Essays, Anthologies & Collections		Popular Library Inc.	
Above and Beyond		355 Lexington Ave.	.60
The Adventures of Sherlock Holmes		New York, N. Y. 10017	.35
Ellery Queen's Double Dozen			.60
National Book Award Reader			.50
Reader's Choice Treasury			.50
Strange People			.50
A Treasury of Great Ghost Stories			.50
Leisure Reading			
The Haunting of Hill House			.60
I Spy			.50
Masterstroke			.60
The Monkees			.50
Ramrod			.50
Tammy in Rome			.50
Tammy Tell Me True			.50
To Catch An Angel			.60
Young Love			.50

PROFESSIONAL BOOK LIST

TITLE	AUTHOR	PUBLISHER	PRICE
Teaching Reading: Selected Materials	Walter Barbe	Oxford University Press 417 Fifth Ave. New York, N. Y.	\$4.00
Reading Instruction For Today's Children	Nila Banton Smith	Prentice-Hall, Inc. Box 500 Englewood Cliffs, New Jersey	8.25
The Improvement of Reading (Third Edition)	Ruth Strang, et al	McGraw-Hill Co. 330 W. 42nd St. New York, N. Y.	7.50
Teacher's Guide for Remedial Reading	Kottmeyer	McGraw-Hill Co. Webster Division 1154 Reco Ave. St. Louis, Missouri 63126	4.96
Teaching the Retarded Reader	Stella Cohn	Odyssey Press 55 Fifth Ave. New York, N. Y.	1.95
Durrell Analysis of Reading Difficulties—Examiners Kits	Donald Durrell	World Book Co. Yonkers on Hudson New York, N. Y.	4.50

PROFESSIONAL BOOK LIST

TITLE	AUTHOR	PUBLISHER	PRICE
Teaching the Child to Read	Bond & Wagner	MacMillan Co.	
Why Johnny Can't Read and What You Can Do About It	Flesh, Rudolpf	Harper and Row Publishers New York, N. Y.	
How to Increase Reading Ability	Albert Harris	Longmans, Green & Co. New York, N. Y.	
Reading Problems and Problem Readers	Pollack & Piekarz	David McKay Co. New York, N. Y.	
Remedial Reading	Woolf & Woolf	McGraw-Hill	
On Their Own in Reading	Gray	Scott, Foresman & Co.	
A Place To Start (A graded Bibliography for children with reading difficulties)	Roy A. Kress	The Reading Center Syracuse University 508 University Place Syracuse, N. Y. 13210	5.00

TITLE	AUTHOR	PUBLISHER	PRICE
Toward a Theory	Jerome Bruner	Harvard University Press 79 Garden St. Cambridge, 38, Mass.	\$3.95
Education in Depressed Areas	Passow, Editor	Bureau of Publication Teachers' College, Columbia University, New York, N. Y.	2.50
Teaching in the Slum School	Robert D. Strom	Charles Merrill Books 1300 Alum Creek Dr. Columbus, Ohio 43216	1.95
The Slow Learner in the Classroom	Newell Kephart	same	5.65
Let's Read *A Linguistic Approach	Bloomfield-Barnhart	Wayne State University Press Detroit, Michigan	7.50
Children and Books Third Edition	May Hill Arbuthnot	Scott, Foresman & Co. 3145 Piedmont Rd. N.E. Atlanta, Ga. 30305	9.75
Children Learn To Read	David Russell	Ginn & Company	

PROFESSIONAL BOOK LIST

TITLE	AUTHOR	PUBLISHER	PRICE
Slums and Suburbs	Conant	McGraw-Hill 680 Forrest Rd., E. Atlanta, Ga. 30312	\$1.95
Compensatory Education For Cultural Deprivation	Blom-Davis-Hess	Holt, Rinehart & Winston 383 Madison Ave. New York, N. Y. 10017	1.75
Fact and Fiction about Phonics	Roma Gans	Bobbs-Merrill 1720 E. 38th St. Indianapolis 6, Indiana	1.25
Readings in the Language Arts	Anderson, Ballantine, Howes	MacMillan Co. 1325 Spring St. N.W. Atlanta, Ga. 30309	3.56
The Process of Education	Jerome Bruner	Vantage Press 120 W. 31st St. New York, N. Y.	1.35
Reading in the Elementary School	George Spache	Allyn & Bacon 695 Miami Circle, N.E. Atlanta, Ga. 30324	7.50

PROFESSIONAL BOOK LIST

TITLE	AUTHOR	PUBLISHER	PRICE
Good Reading For The Poor Readers	George Spache	Garrard Publishing Co. 16-7 N. Market St. Champaign, Ill. 61820	3.00
Fare For The Reluctant Reader	Bernice Bush Compiled by: Dunn, Jackman & Newton	Capital Area Development Association State University College Albany, N. Y.	3.00
Guidebook for the Volunteer Reading Teacher	Lenore Sleisenger	Teachers' College Press Columbia University, New York, N. Y.	1.25
Reading Aids Through the Grades	David Russell	same	1.50
This is Reading	Frank Jennings	same	4.25
Common Sense in Teaching Reading	Roma Gans	Bobbs-Merrill Co. 1720 E. 28th St. Indianapolis 6, Indiana	6.00

PROFESSIONAL BOOK LIST

TITLE	AUTHOR	PUBLISHER	PRICE
Perspectives in Reading. 8 volumes @ \$2.50 each		IRA	20.00
College-Adult Reading Instruction		Box 695	set
Reading Instruction in Secondary Schools		Newark, Delaware 19711	
Children, Books and Reading			
Developing Study Skills in Secondary Schools			
First Grade Reading Program			
Corrective Reading in the High School Classroom			
Corrective Reading in the Elementary Classroom			
The Evaluation of Children's Reading Achievement.			